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ABSTRACT

This extensive annotated bibliography includes books and articles on Chinese education and its impact on Chinese culture from ancient times to today. Both English and foreign language documents are included; all non-English entries are accompanied by English abstracts. The alphabetized entries include such topics as: (1) the impact of Confucianism on education in the Nineteenth Century; (2) childhood in China in the Eighteenth Century; (3) comparisons of educational policy in the Sui, Yuan, Ming and Ch'ing eras; (4) class conflict and education during various periods of Chinese history; (5) education in the Republic of China on Taiwan; and (6) contemporary educational reform after the Cultural Revolution. (CFR)

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HISTORY OF CHINESE EDUCATION AND CULTURE:

ANNOTATED BIBLIOGRAPHY

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HISTORY OF CHINESE EDUCATION AND CULTURE:
ANNOTATED BIBLIOGRAPHY

By Franklin Parker

Abe, Hiroshi. "SHIMMATSU GAKUDŌ KŌ, CHOKUREI-SHŌ
O CHŪSHIN TO SHITE" (A Study of Modern School in the
Late Ch'ing). BUNKA RONSHŪ, 1 (1966), 1-44. In
Japanese.

Analyzes the numbers, geographical distribution, enroll-
ment, finances, and administration of modern schools opened
in the late Ch'ing period.

Abe, Hiroshi. "SHIMMATSU NO KINDAI GAKKŌ, KŌSEI-
SHŌ O CHŪSHIN NI" (Modern Schools in Late Ch'ing
Times, Mainly in Kiangsi Province). REKISHI HYŌRON,
173 (January 1965), 47-60; 175 (March 1965), 56-66. In
Japanese.

A 1906 study of modern schools in Kiangsi Province found
that teachers, curriculum, and facilities were inadequate.

Abe, Munemitsu. "KINDAIKA CHŪ-GOKU NO KYŌIKU-
SEISAKU" (The Educational Policy of Modern China).
REKISHI KYŌIKU, 13, 12 (1965), 13-19. In Japanese.
Educational policy, 1840-1911: barriers to and steps
toward modernization, foreign educational efforts, and
Chinese studying abroad.

Ai, Gong Wei. "Government Policy of Accommodation and
Decline in Students' Morale During Southern Sung China
1127-1279." CHINESE CULTURE, 18, 2 (June 1977), 49-
69.

HISTORY OF CHINESE EDUCATION AND CULTURE

Study of official efforts during 150 years to win favor among students, a potent political force. In the thirteenth century students were suppressed by Chia Ssu-tao.

Araki, Toshikazu. "CHOKUSHŌ KYŌGAKU NO SEI O TSŪJITE MITARU YŌSEI CHIKA NO BUNKYŌ SEISAKU" (Emperor Yung-cheng's Educational Reform). TŌYŌSHI KENKYŪ, 16, 4 (March 1958), 416-40. In Japanese.

Emperor Yung-cheng made educational changes: gave teaching jobs to CHU-JEN degreeholders who had failed metropolitan examinations and government subsidies to academies founded in all provinces.

Araki, Toshikazu. "YŌSEI JIDAI NI OKERU GAKUSHINSEI NO KAIKAKU, SHU TO SHITE SONG NIN'YŌHŌ O CHŪSHIN TO SHITE" (Government School Inspectors in the Yung-cheng Period). TŌYŌSHI KENKYŪ, 18, 3 (December 1959), 267-83. In Japanese.

Emperor Yung-cheng's 1727 school inspectorate reforms: appointing Hanlin Academy scholars to be inspectors and introducing a new examination for Hanlin academicians given by the emperor himself.

Araki, Toshikazu. "YŌSEI NI-NEN NO HIKŌ JIKEN TO DEN BUN-KYŌ" (T'ien Wen-ching and Boycott for State Examination). TŌYŌSHI KENKYŪ, 15, 4 (March 1957), 464-83. In Japanese.

Lower-level scholars in Honan, 1724, boycotted a state examination to protest an order that required them to do physical labor (repairing Yellow River dikes).

Arnold, Julean H. "Educational Activity in Foochow, China." U.S. Bureau of Education. REPORT OF THE COMMISSIONER FOR THE YEAR 1907. Vol. 1. Washington, DC: Government Printing Office, 1908, pp. 191-220.

Reviews the history of education, examination system, missionary schooling in Foochow, government and quasi-government schools. Concludes that military instruction and spirit is the most striking feature of education.

HISTORY OF CHINESE EDUCATION AND CULTURE

Barendsen, Robert D. "Education in China: A Survey." **PROBLEMS OF COMMUNISM**, 13, 4 (July-August 1964), 19-27.

Reviews education policies, 1949-64, burdened by "red versus expert" tensions.

Bashford, James W. **CHINA: AN INTERPRETATION**. New York: Abingdon Press, 1916.

Chapter IV on Educational Life in China contains brief historical survey.

Bastid, Marianne. **ASPECTS DE LA RÉFORME DE L'ENSEIGNEMENT EN CHINE AU DÉBUT DU 20E SIÈCLE. (ASPECTS OF EDUCATIONAL REFORM IN CHINA AT THE BEGINNING OF THE TWENTIETH CENTURY)**. The Hague: Mouton, 1971. In French.
Published University of Paris doctoral dissertation.

Bastid, Marianne. **EDUCATION IN CHINA: TRADITION AND REVOLUTION**. Geneva, Switzerland: Asian Documentation and Research Center, Graduate Institute of International Studies, 1973.

Compares and contrasts post-1949 education with education in the Imperial and Republican periods and in Communist-occupied areas in the 1930s and 40s.

Bazin, Antoine Pierre Louis. "MÉMOIRE SUR L'ORGANISATION INTÉRIEURE DES ÉCOLES CHINOISES" (Report on the Internal Organization of Chinese Schools). **JOURNAL ASIATIQUE**, 3, 8 (January 1839), 32-80. In French.

Bernstein, Thomas P. "Some Observations on Continuity and Change in Chinese Education." **ISSUES AND STUDIES**, 15, 9 (1979), 51-62.

Compares and contrasts trends and conditions of the various educational systems, 1912-79.

Biggerstaff, Knight. **THE EARLIEST MODERN GOVERNMENT SCHOOLS IN CHINA**. Ithaca, NY: Cornell University Press, 1961.

HISTORY OF CHINESE EDUCATION AND CULTURE

Government efforts to modernize education before 1894. Three important schools: the T'UNG-WEN KÜAN (headed by American William A.P. Martin), education and training at the Kiangnan Arsenal, and the Foochow Navy Yard School. See entry 1517.

Biggerstaff, Knight. "Modernization—and Early Modern China." JOURNAL OF ASIAN STUDIES, 25, 4 (1966), 607-19.

Despite drastic changes in schools, government, and international relations, China made uneven and limited movement toward becoming a modern society before 1919.

Biot, Edouard Constant. "SITUATION DE L'INSTRUCTION PUBLIQUE ET RÉGLEMENT DES CONCOURS SOUS LA DYNASTIE ACTUELLE DES MANDCHOUS" (The Place of Public Education and Regulations for Competitive Examinations Under the Present Ch'ing Dynasty). ESSAI SUR L'HISTOIRE DE L'INSTRUCTION PUBLIQUE EN CHINE, ET DE LA CORPORATION DES LETTRÉS, DEPUIS LES ANCIENS TEMPS JUSQU'À NOS JOURS (AN ESSAY ON THE HISTORY OF PUBLIC EDUCATION IN CHINA AND THE LITERATI FROM ANCIENT TIMES TO THE PRESENT). Paris: Benjamin Duprat, 1847, pp. 491-550. In French.

Borowitz, Albert Ira. "Chiang Monlin: Theory and Practice of Chinese Education, 1917-1930." PAPERS ON CHINA, 8 (February 1954), 107-35.

Chiang Monlin (1886-1964), mission educated, studied at the University of California (1908-12), was influenced by John Dewey at Columbia University (1912-17), was progressive education journal editor, welcomed Dewey's 1919 visit, and was Minister of Education (1928-30).

Borthwick, Sally. EDUCATION AND SOCIAL CHANGE IN CHINA: THE BEGINNINGS OF THE MODERN ERA. Stanford, CA: Hoover Institution Press, 1983.

Traditional nineteenth century schools, attempts by reformers and missionaries at alternate school models,

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dissolution of traditional civil service exams in 1905, and the social and political changes leading to modern schools after the Revolution of 1911. Debate continues over the place of foreign models and local needs in training the talented and in transforming people.

Borthwick, Sally. "Knowledge and Education (18th and 19th Centuries)." *THE MODERNIZATION OF CHINA*. Edited by Gilbert Rozman. New York: Free Press, 1981, pp. 183-202.

Basic literacy among males, eighteenth and nineteenth centuries, was an estimated 30-45 percent. The conservatism of education rested not so much on the study of classics as on the strong link between level of education, status, and power. Thus, Western knowledge offered no advantages nor opportunities for social mobility.

Borthwick, Sally, and Thomas P. Bernstein. "Knowledge and Education (20th Century)." *THE MODERNIZATION OF CHINA*. Edited by Gilbert Rozman. New York: Free Press, 1981, pp. 401-42.

Twentieth century threat of foreign takeover hastened an education revolution in China, where the educated were expected to save the nation. The urban-rural gap widened because the weak education system was foreign oriented, elitist, and out of step with social realities. Nationalist education gave the Communists a base on which to build after 1949. Neglect of rural education heightened tensions that exploded during the Cultural Revolution. Since 1976 elitism has been restored.

Bryan, Derek. "China, Education in." *ENCYCLOPEDIA OF EDUCATION*. Edited by Edward Blishen. New York: Philosophical Library, 1970, pp. 114-16.

Brief, interpretive history of Chinese education up to the Cultural Revolution.

Ch'en, I-lin. *TSUI-CHIN SAN-SHIH-NIEN CHUNG-KUO CHIAO-YÜ SHIH (HISTORY OF CHINESE EDUCATION IN THE LAST THIRTY YEARS)*. Shanghai: T'AI-PING-YANG SHU-TIEN, 1930. In Chinese.

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Survey of education from the beginnings to 1902, 1902-11, and 1911-30.

Chen, Theodore H.E. "China: Education." *ENCYCLOPEDIA AMERICANA*. International Edition. Vol. 6. Danbury, CT: Grolier, 1984, pp. 504-08.

Since earliest times education has been considered a major function of government. Common written language, literature, and cultural heritage have unified the people. A national university, established in 125 B.C., by the second century A.D. enrolled 30,000 students. Late nineteenth century China slowly reacted to Western education by experimenting with reforms. The twentieth century brought wave after wave of revolution. Since 1949 the Communists have greatly expanded educational opportunity, always requiring that schools serve proletarian politics.

Chen, Theodore H.E. *CHINESE EDUCATION SINCE 1949: ACADEMIC AND REVOLUTIONARY MODELS*. New York: Pergamon, 1981.

Education has swung between revolution and development. The task in the 1950s was to produce new outlooks and loyalties. Soviet influence was great until the 1960 break. In 1960-64 academic education gained the upper hand. Revolutionaries overturned such schooling during the Cultural Revolution. After Mao's death in 1976 academic standards suitable for China's economic development were restored. The Maoist revolutionary model evolved during 1966-76, when book study was minimized and the authority of teachers deflated. Shows post-Mao frustration over China's needs in science and technology and the ignorance caused by the ten-year revolutionary hiatus in education.

Chen, Theodore H.E. "Education in China, 1927-1937." *THE STRENUOUS DECADE: CHINA'S NATION-BUILDING EFFORTS, 1927-1937*. Edited by Paul K.T. Sih. New York: St. John's University Press, 1970, pp. 289-314.

The Kuomintang's rise in 1927 resulted from nationalism among China's students and intellectuals, themselves products of modern education. The Kuomintang had two educational

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objectives: to build a national school system and to end control of education by foreigners, mainly missionaries, seen as tools of cultural imperialism. Major accomplishments included unification of the spoken language, popularization of vernacular writing, central planning under an Education Ministry, and emphasis on practical science and math. But youth unrest clouded progress.

Chen, Theodore H.E. "International Aspects of Education in Communist China." *PHI DELTA KAPPAN*, 51, 5 (January 1970), 251-55.

Modern Chinese education has been continuously molded by foreign influences. China has studied Western education more intensely than the West has studied China or any other part of Asia. International education suffered a severe setback because of the Cultural Revolution.

Chen, Theodore H.E. "The Maoist Model of Education: Theory in Practice." *ASIAN AFFAIRS*, 4, 1 (September-October 1976), 41-61.

Traces educational problems from 1911. Explores educational objectives, standards, curricula, administration, organization, and the socioeconomic and political repercussions of the Maoist model.

Chen, Theodore H.E. et al. "History of Education." *THE NEW ENCYCLOPEDIA BRITANNICA*. Macropaedia Vol. 6. Chicago: Encyclopedia Britannica, 1983, pp. 320-22, 340-42, 387-90, 426-27.

Covers ancient China, T'ang dynasty (A.D. 618-907), Mongol period (1279-1368), and from Confucianism to Communism (including nineteenth and twentieth centuries).

Ch'eng, Ch'i-pao. "Twenty-Five Years of Modern Education in China." *CHINESE SOCIAL AND POLITICAL SCIENCE REVIEW*, 12, 3 (July 1928), 451-70.

Reviews scanty nineteenth century attempts at technical education; Peking's various plans for popular education, 1900-25; and the Nationalist education program.

HISTORY OF CHINESE EDUCATION AND CULTURE

Cheng, James Chester. "The Educational System in Modern and Contemporary China." *CONTEMPORARY CHINA*, 3 (1959), 181-99.

Outlines education as planned and carried out, kindergarten through research institute, under late Ch'ing, early Republic, Nationalist, and Communist governments.

Chiang, Meng-lin (or Chiang, Monlin). *KUO-TU SHIH-TAI CHIH SSU-HSIANG YÜ CHIAO-YÜ (THOUGHT AND EDUCATION IN AN AGE OF TRANSITION)*. Shanghai: Commercial Press, 1933. In Chinese.

Articles and speeches by National Peking University scholar reflected intellectual trends after the May 4th, 1919, movement. He urged an educational policy that would develop "liberated" individuals.

"Child Welfare in China." *THE INTERNATIONAL CHILD REVIEW*, 12 (September-October 1931), 215-17.

Describes the work of the National Child Welfare Association, organized in April 1928.

Chu, Ching-nun. "Education." *SYMPOSIUM ON CHINESE CULTURE*. Edited by Sophia H. Chen Zen. Shanghai: China Institute of Pacific Relations, 1931, pp. 206-23.

Educational reform, 1904 to the Revolution of 1911, 1911 to National Government in 1927, and under the National Government.

Ch'u, S.Y. "China, Part I: Education and Its Traditions." *THE YEAR BOOK OF EDUCATION* 1949. Edited by G.B. Jeffery et al. London: Evans Brothers, 1949, pp. 599-609.

Includes first Chinese school for the study of Western languages, 1862; and first modern school system, 1902; missionary schools; higher education; and rural education.

Chu, Samuel C. "The New Life Movement, 1934-1937." *RESEARCHES IN THE SOCIAL SCIENCES ON CHINA*. Edited by John E. Lane. New York: Columbia University East Asian Institute, 1957, pp. 3-17

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In face of Japanese aggression, the Kuomintang government attempted to teach everyone the same moral virtues and civic concerns as were in the elementary school curriculum.

Chu, Valentin. TA TA, TAN TAN "FIGHT, FIGHT, TALK, TALK . . ." THE INSIDE STORY OF COMMUNIST CHINA. New York: W.W. Norton, 1963.

"Literature of the Illiterates" chapter surveys educational and other cultural developments from the May 4th Movement onwards against the background of China's ancient arts, especially its poetry.

Chu, Yu-kuang. "The Warps and Woofs of Chinese Civilization." SOCIAL EDUCATION, 33, 7 (1969), 804-11.

Compares Chinese culture and politics since 1949 with imperial China between 1027 B.C. and 1850.

Chūgoku, Kenkyūjo, ed. CHŪGOKU NO GENDAI BUNKA (THE CONTEMPORARY CULTURE OF CHINA). Japan: Hakujitsu Shoin, 1948. In Japanese.

Essays on "The Characteristics of the Contemporary Culture," "On the Intellectuals of the New China," "The Student Movement," "The National Language Question," "Literature," "The Theater," "Motion Pictures," "The Art of the Woodcut," "Journalism," "The Natural Sciences," "Sinology and America," and "The International Character of the Study of Chinese Culture."

Chung, A.L.Y. "The Hanlin Academy in the Early Ch'ing Period (1644-1795)." JOURNAL OF THE HONG KONG BRANCH OF THE ROYAL ASIATIC SOCIETY, 6 (1966), 100-19.

Chung, Lu-chai. A HISTORY OF DEMOCRATIC EDUCATION IN MODERN CHINA. Shanghai: Commercial Press, 1934.

Survey by a professor of education at the University of Amoy.

HISTORY OF CHINESE EDUCATION AND CULTURE

Chyu, Li-ho. "CHIN PAI NIEN CHUNG KUO MIN TSŪ CHING SHÊN CHIAO YŪ SSŪ CH'AO (A Study of Modern Chinese Thought on the Education in the National Spirit). SHIH-TA HSŪEH-PAO (BULLETIN OF THE NATIONAL TAIWAN NORMAL UNIVERSITY), 19 (1974), 61-80. In Chinese.

Defines national spirit education as instilling in Chinese youth a racial consciousness and national pride, familiarizing them with the history of their civilization, and arousing national confidence and responsibility.

Claugherty, Francis Xavier. "The Development of Education in China." BULLETIN OF THE CATHOLIC UNIVERSITY OF PEKING, 3 (1927), 41-60.

Reviews educational history, describes the 1923 school system (school ladder, curriculum), and concludes that the Catholic University of Peking can help meet China's educational needs.

Cohen, Paul A., and John E. Schrecker, eds. REFORM IN NINETEENTH-CENTURY CHINA. Cambridge, MA: East Asian Research Center, Harvard University, 1976.

Nineteenth century reforms (particularly 1850-1900); many assert that the impulse to change was part of a longstanding reformist tradition and owed little or nothing to the West.

Cranmer-Byng, John L. "The Chinese Attitude Towards External Relations." INTERNATIONAL JOURNAL, 21, 1 (Winter 1965-66), 57-77.

As in 1793 when the first British envoy arrived, China sees herself as the standard bearer to which other nations should conform in order to become "civilized," although attitude and motives are more flexible.

De Crespigny, Rafe. "The Recruitment System of the Imperial Bureaucracy of Later Han." CHUNG CHI JOURNAL, 6, 1 (November 1966), 67-78.

In Later Han dynasty (25 A.D.-220 A.D.) the bureaucracy was not chosen because of their Confucian education or success on examinations. Instead, virtuous conduct was the

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prime criterion. In the Chinese empire, the great landed families, though challenged by the literate, held real power.

Djung, Lu-dzai. A HISTORY OF DEMOCRATIC EDUCATION IN MODERN CHINA. Shanghai: Commercial Press, 1934.

Revision of "Democratic Tendencies in the Development of Modern Education in China," doctoral dissertation in Education, Stanford University, 1930.

Ebrey, Patricia Buckley, ed. CHINESE CIVILIZATION AND SOCIETY: A SOURCEBOOK. New York: Free Press, 1981.

Documents dealing with education include: "Rules for Visiting," pp. 27-29, etiquette for upper class educated men, Chou period; Wang Fu (100-50 A.D.), "Social Relations," pp. 30-32, advocating that poor but powerless scholars should be recognized for available office; Ho Hung (283-343), pp. 47-52, on classics he read to become a scholar and military leader; Examination System," pp. 58-61, late T'ang dynasty humorous anecdotes about efforts to pass civil service exams; Ch'eng Tuan-li (d. 1345), Neo-Confucian treatise on education; Yü Tzu-i on introducing modern subjects in small rural school near Shanghai, 1907-08, pp. 254-58; how Red Guard units were formed from student groups, 1966-69, pp. 392-99; and many similar entries.

Elman, Benjamin. "CH'ING-TAI TI HSÜEH-P'AI" (Ch'ing Dynasty 'Schools' of Scholarship). CH'ING-SHIH WEN-T' (PROBLEMS IN THE HISTORY OF THE CH'ING DYNASTY), 4, 6 (1981), 1-44. In Chinese.

Most schools of thought among Ch'ing dynasty scholars were either outgrowths of or reactions against the evidential research (K'AO-CHENG) school which first appeared in the lower Yangtze area.

Evans, Nancy Jane Frances. "The Banner-School Background of the Canton T'UNG-WEN KÜAN (Interpreters College)." PAPERS ON CHINA, 22A (May 1969), 89-103.

Foreign language schools (T'UNG-WEN KÜAN, Peking, Canton, 1862) were established to train diplomats to deal

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with the West. They were modeled on banner schools (1644) connected with the Imperial Academy of Learning to help the foreign Manchu rule the Chinese (banner school graduates knew and bridged Manchu and Chinese languages and cultures). Banner schools were based on Chinese banner forces organized about 1615 as companies of soldiers under various colored banners to help control the Chinese people.

Fairbank, John King. "The People's Middle Kingdom."

FOREIGN AFFAIRS, 44, 4 (July 1966), 574-86.

In the nineteenth century, political action was through the written word as used by the traditional Confucian bureaucracy. With rising nationalism and the overthrow of the monarchy, party dictatorship (Kuomintang, Communist) replaced dynastic rule. In education, science replaced the classics. China has continued to subordinate the individual and to ignore the rule of law, not because of Marxism, but as an extension of its own history.

Fairbank, John King, ed. THE CAMBRIDGE HISTORY OF CHINA. VOL. 10. LATE CH'ING, 1800-1911, PART 1.

New York: Cambridge University Press, 1978.

China had a modern-style elite and centralized bureaucracy before the West did. Western science and technology, which China lacked, provoked great change from the nineteenth century onward and is today what most interests China in the West.

Fan, Keh Li. "L'ÉDUCATION EN CHINE" (Education in China). ÉTUDES, 339, 7 (1973), 61-72. In French.

Ancient and modern history of education, covering the dynastic era, the Sun Yat-sen period, and three stages of education in Communist China. Points to 1950-58 imitation of Soviet education. The Cultural Revolution combined school and productive labor.

Fang, Pin-lin. "O KUO HSIN CHIAO YU MENG YA CHIH YEN CHIU" (A Study of Modern Chinese Education in Its Initial Stages). SHIH TA HSÜEH-PAO (BULLETIN OF NATIONAL TAIWAN NORMAL UNIVERSITY), 13 (1968), 1-65. In Chinese.

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Contends that China's first efforts in modern education (1862-94) failed because they were unsystematic and could not resolve the conflict between old and new.

Fass, Josef, and Z. Stupski. "New Materials on Chinese Political and Cultural History During the Last Years of the Ch'ing Dynasty." *ARCHIV ORIENTALNI*, 30, 3 (1962), 654-59.

Describes historical and literary works, scholars, and journals dealing with late Ch'ing dynasty.

Fawdry, Marguerite. *CHINESE CHILDHOOD*. New York: Barron's, 1977.

Toy Museum director, London, presents an eighteenth century Chinese scroll depicting children's games, puzzles, puppets, candy, dolls, embroidery, toys, dragons, and other artifacts of childhood. Includes some photos of contemporary children and modern toys.

Fitzgerald, Charles Patrick. *THE HORIZON HISTORY OF CHINA*. New York: American Heritage Publishing Co., 1969.

Includes a description of "The Scholar's World" in traditional China, with illustrations from Chinese art.

Franke, Wolfgang. *ANPASSUNGSPROBLEME IM CHINESISCHEN ERZIEHUNGSWESEN DES 19. UND FRÜHEN 20. JAHRHUNDERTS* (Problems of Adaptation in the Chinese Educational System in the 19th and Early 20th Centuries). *SAECULUM*, 19, 1 (1968), 67-73. In German.

Because traditionalists in late nineteenth and early twentieth century China denied civil service careers and other opportunities to those with Western education, they often became revolutionaries. Not until the May 4th Movement in 1919 did China begin a true cultural revolution.

Franz-Willing, Georg. "DIE IDEOLOGIE DER TAIPING" (The Ideology of the Taiping). *ZEITSCHRIFT FÜR RELIGIONS- UND GEISTESGESCHICHTE*, 24, 4 (1972), 316-36. In German.

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The nineteenth century Taiping Rebellion hastened the end of traditional China; it stamped Confucianism as a doctrine of a ruling class and thus paved the way for Sun Yat-sen and Mao Tse-tung.

Gage, Brownell. "Government Schools in Hunan." CHINESE RECORDER, 38, 12 (December 1907), 667-74.

Some barriers to spreading modern education after the 1903 decision for government support: political unrest; shortages of money, teachers, and textbooks; and absence of graded schools.

Galt, Howard Spilman. KUO TZU CHIEN (The Imperial Academy): Its Historical Development and Present Condition. CHINESE SOCIAL AND POLITICAL SCIENCE REVIEW, 23, 4 (January-March 1940), 442-62.

Galt, Howard Spilman. "Oriental and Occidental Elements in China's Modern Educational System." CHINESE SOCIAL AND POLITICAL SCIENCE REVIEW, 12, 3 (July 1928), 405-25; 12, 4 (October 1928), 627-47; 13, 1 (January 1929), 12-29.

Historic influences on China's education system: ancient classical schools, which ignored the common people; nineteenth century mission schools; rising influence of Japan, as a model and as a center for Chinese students; early twentieth century impact of U.S. educational ideas; and movement for Chinese Nationalist education.

Gentzler, J. Mason, ed. CHANGING CHINA: READINGS IN THE HISTORY OF CHINA FROM THE OPIUM WAR TO THE PRESENT. New York: Praeger, 1977.

Readings on education: Li Hung-chang, 1863, in "The Need for Foreign Language Training," called for a Shanghai foreign language school similar to the one in Peking. Li, with Tseng Kuo-fan, in 1871 urged that Chinese be sent abroad to study. An 1898 editorial in CHINA AND FOREIGN NEWS attacked the traditional examination system as obstructing reform. CHINESE VERNACULAR JOURNAL, 1903, condemned scholars as useless and called for a mass literacy drive. Ts'ai

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Yüan-p'ei (1867-1940), liberal chancellor of Peking National University, wrote of his childhood schooling in "Traditional Educational Methods." August 8, 1966, the Communist Party Central Committee adopted a program for the Cultural Revolution which de-emphasized educational excellence for a decade. Two readings, 1976, showed the return to academic standards.

Gough, Kathleen. "Implications of Literacy in Traditional China and India." LITERACY IN TRADITIONAL SOCIETIES. Edited by John Rankin Goody. Cambridge, England: Cambridge University Press, 1968, pp. 69-84. China, 145 B.C., had some peasants in schools. Hundreds of books were in libraries. Some universities had chairs for major subjects. Pre-modern Chinese learning peaked in the Sung period (tenth to thirteenth centuries A.D.). Printing was widespread (980 A.D.). Cursive writing was practiced by the tenth century. Chinese ideographic literacy was probably as widespread as was literacy in classical Greece. China had an historiographical tradition, an early sense of chronology, and mapmakers superior to Europeans and comparable to Arabs.

Grimm, Tilemann. "Ming Education Intendants." CHINESE GOVERNMENT IN MING TIMES: SEVEN STUDIES. Edited by Charles O. Hucker. New York: Columbia University Press, 1969, pp. 129-47.

In Ming times (1368-1644), civil service examinations, used for many centuries, were arranged in orderly fashion. A special administrator called the education intendant (or commissioner) evolved. His task, to assure that government employed educated, moral men, was often more bureaucratic than intellectual.

Grunfeld, A. Tom. "China: The View from English Language Journals." TRENDS IN HISTORY, 1, 1 (1979), 139-52.

Review essay of English-language periodical literature (1976-78) on Chinese religion, imperial system, education, social history, military history, economic history, and political history, seventh century A.D. to the 1970s.

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Guillermaz, Jacques. **THE CHINESE COMMUNIST PARTY IN POWER, 1949-1976.** Boulder, CO: Westview Press, 1972.

China's major problems are overpopulation, economic development, creation of a new society, and political leadership. Most far-reaching changes since Communist rule have occurred in social and educational areas: more school enrollments, technical schools, and adult education—but Cultural Revolution excesses set back learning and economic development.

Haimes, Barbara. **MISTY MOUNTAINS AND MOUNTAIN MOVERS: USING ART AND LITERATURE IN TEACHING ABOUT OLD AND NEW CHINA.** Ann Arbor: Project on East Asia Studies in Education, University of Michigan, 1978. ERIC ED 211 399.

Designed to acquaint U.S. high school students with life and values in China through a study of Confucianism, Taoism, Chinese paintings, poetry, literature, and art.

Harvey, Edwin Deeks. **THE MIND OF CHINA.** New Haven, CT: Yale University Press, 1933.

Chinese folklore and classics show how the long tradition of animism and ancestor worship influenced the mind and life of China.

Hayashi, Tomoharu, ed. **KINSEI CHŪGOKU KYŌIKUSHI KENKYŪ, SONO BUNKYŌ SEISAKU TO SHOMIN KYŌIKU (STUDIES OF THE HISTORY OF EDUCATION IN MODERN CHINA, EDUCATIONAL POLICY AND POPULAR EDUCATION).** Japan: Kokudoshu, 1958. In Japanese.

Ten studies of government education policy and some aspects of adult education and literacy in the Sui, Yuan, Ming, and Ch'ing eras include: admissions of scholars to the Imperial Academy of Learning, growth of nineteenth century "charitable schools" in Shanghai, Chinese students abroad in late Ch'ing era, and Yung Wing's career and project to send Chinese students to the U.S.

HISTORY OF CHINESE EDUCATION AND CULTURE

Hiraoka, Takeo. "TENKATEKI SEKAIKAN TO KINDAI

KOKKA" (The Universal-State or TIEN-HSIA World View and the Modern State). *TÔKÔ*, 2 (November 1947), 2-23.

In Japanese.

Traditional Chinese view of the world. Touches on the role of civil service examinations.

Ho, Yen-sun. CHINESE EDUCATION FROM THE WESTERN VIEWPOINT. Chicago: Rand McNally, 1913.

Survey of Chinese educational history.

Ho, Yu-sen. "CH'ING TAI HAN SUNG CHIH CHENG P'ING"

(A Commentary on the Han and Sung Schools of Learning Controversy During the Ch'ing Dynasty). *WÊN-SHIH-CHÊ HSÜEH-PAO* (BULLETIN OF THE COLLEGE OF LIBERAL ARTS, NATIONAL TAIWAN UNIVERSITY), 27 (1978), 97-113. In Chinese.

Controversy, 1736-1908, about the Han and the Sung schools of learning. The Han school leaned toward morality and nominalism while the Sung school concentrated on pragmatism and concrete knowledge.

Hsiao, Theodore E. THE HISTORY OF MODERN EDUCATION IN CHINA. Peking: Peking University Press, 1932.

Concise 3,000-year history of education. Concluding chapter on the student movement, the New Thought Movement, the New Literature Movement, and the Nationalist Movement.

Hsü, Francis L.K. "Education: A Problem of Cultural Transition." *TRANSACTIONS OF THE NEW YORK ACADEMY OF SCIENCES*, 8, 2 (December 1945), 82-90.

Education in traditional China since 1842 and particularly after the 1911 Republican government.

Hsü, Immanuel C.Y. THE RISE OF MODERN CHINA. 2nd ed. New York: Oxford University Press, 1975.

Political history of modern China, with discussions of

HISTORY OF CHINESE EDUCATION AND CULTURE

traditional examinations, intellectual trends in various periods, and twentieth century revolutionary changes.

Hu, Chang-tu, ed. CHINESE EDUCATION UNDER COMMUNISM. 2nd ed. New York: Teachers College Press, 1974.

Essay introduces 13 major Communist documents (1937-73) related to education, reviews over 2,000 years of Chinese history, examines philosophy and growth of Communism, and assesses the role of education in political thought.

Hu, Huai-chen. SHANG-HAI TI HSÜEH-I T'UAN-T'I (ACADEMIC AND LITERARY ORGANIZATIONS OF SHANGHAI). Shanghai: Gazetteer Office of the City of Shanghai, 1935. In Chinese.

Brief histories of literary and academic organizations in Shanghai during late Ch'ing dynasty.

Hu, Shi Ming. EDUCATION IN THE PEOPLE'S REPUBLIC OF CHINA (MAINLAND) FROM 1949 TO 1969. OCCASIONAL PAPER 7. Stony Brook: State University of New York, American Historical Association Education Project, 1972. ERIC ED 063 212.

Education, 1949-69, is examined for political emphases, policies, and curriculum trends.

Hu, Shi Ming, and Eli Seifman, eds. TOWARD A NEW WORLD OUTLOOK: A DOCUMENTARY HISTORY OF EDUCATION IN THE PEOPLE'S REPUBLIC OF CHINA. New York: AMS Press, 1976.

Brief introductory essays about seven periods of educational development (1949-76) and documents that illustrate their distinguishing features.

Hucker, Charles O., ed. CHINESE GOVERNMENT IN MING TIMES: SEVEN STUDIES. New York: Columbia University Press, 1969.

Two studies: the interrelationship of private academies with the government (see entry 1451 by John Meskill) and education intendants (see entry 1404 by Tilemann Grimm).

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Izushi, Yoshihiko. TÖYÖ KINSEISHI KENKYŪ
(RESEARCHES IN THE MODERN HISTORY OF EAST
ASIA). Japan: Taikandō, 1944. In Japanese.
Essays on adoption of Western educational ideas, 1898
reforms, Sun Yat-sen's Three Principles, and intellectual
leader K'ang Yu-wei.

Kang, Yu-wei. K'UNG-TZU KAI-CHIH K'AO (A STUDY OF
CONFUCIUS' CHANGE OF INSTITUTIONS). Shanghai:
Privately published, 1897; reprinted, Peking, 1922. In
Chinese.

Key work which sparked the reform movement of 1898.
Startled classical scholars, by asserting that ancient philoso-
phers, particularly Confucius, advocated institutional change.

Keenan, Barry C., and Chang-tu Hu. "History of Chinese
Education." *ENCYCLOPEDIA OF EDUCATION*. Vol. 2.
Edited by Lee C. Deighton. New York: Macmillan Co. and
the Free Press, 1970, pp. 79-102.

Contents: History of Chinese Education, Traditional
System, Former Han, Later Han, T'ang, Sung, Ming and
Ch'ing, Schools, Modernization, Stage One, Stage Two,
Communist China, Bibliography.

Kennedy, Thomas L. "The Establishment of Modern Military
Industry in China 1860-1868." *BULLETIN OF THE INSTI-
TUTE OF MODERN HISTORY, ACADEMIA SINICA*, 4, 2
(1974), 779-823.

The need for armaments to suppress the nineteenth
century Taiping Rebellion gave impetus to modernization,
which in turn fostered impulses for change in politics,
economy, science, and education.

KIGEN NISENROPPIYAKUNEN KINENKAI (Society to
Commemorate the 2600th Year of the Imperial Era of the
Tokyo Bunrika Daigaku and Tokyo Higher Normal School).
GENDAI SHINA MANSHŪ KYŌIKU SHIRYŌ (MATERIALS
ON EDUCATION IN CONTEMPORARY CHINA AND
MANCHURIA). Japan: Bīafūkan, 1940. In Japanese.

HISTORY OF CHINESE EDUCATION AND CULTURE

History of Chinese education, 1840-1937, with documents on aims of education, policies, regulations, school system, statistics, chronology, and bibliography.

King, Harry Edwin. THE EDUCATIONAL SYSTEM OF CHINA AS RECENTLY RECONSTRUCTED. Bureau of Education Bulletins, 1911, 15/462. Washington, DC: Government Printing Office, 1911.

Modern education, governmental bodies overseeing schools, school ladder and curricula at all levels, and Chinese students abroad. The traditional examination system, used until 1905, caused authorities to oppose Western learning.

Korner, Karl. "Education in the German Colonies Before the War." EDUCATIONAL YEARBOOK OF THE INTERNATIONAL INSTITUTE OF TEACHERS COLLEGE, COLUMBIA UNIVERSITY, 1931. Edited by I.L. Kandel. New York: Bureau of Publications, Teachers College, Columbia University, 1932, pp. 633-36.

Kinds and influence of schools in German-leased Kiaochow, Shantung Province: European-type and Chinese-type elementary and higher schools, topped by the German College in Tsingtao.

Kuhn, Philip Alden. "Origins of the Taiping Vision: Cross-Cultural Dimensions of a Chinese Rebellion." COMPARATIVE STUDIES IN SOCIETY AND HISTORY, 19, 3 (July 1977), 350-66.

The Taiping Rebellion, 1851-64, which established the "Heavenly Kingdom" at Nanking, started because a frustrated student failed examinations. Its goal was to overthrow the traditional gentry and nobility and expel Christianity.

Kuo, Ping-wen. CHINESE SYSTEM OF PUBLIC EDUCATION. Contributions to Education No. 64. New York: Columbia University Teachers College, 1915.

History of education from ancient times through the successive dynasties and the rising influence of the West until 1911 and the beginning of the Republic.

HISTORY OF CHINESE EDUCATION AND CULTURE

Kusumoto, Masatsugu. "Educational Thought of the People of China (Their MENSCHENANSCHAUUNG)." **THE YEAR BOOK OF EDUCATION 1957**. Edited by George Z.F. Bereday and Joseph A. Lauwerys. Yonkers-on-Hudson, NY: World Book Co., 1957, pp. 113-27.

Early history of education from the ninth century B.C. (Chou dynasty), when the curriculum included moral and practical learning. In Confucian education, adopted during the Han period, moral instruction became supreme, with human beings always in unity with nature.

Kwok, Irene, and Robert Sung. **A MULTICULTURAL SOCIAL STUDIES SERIES. BOOK 2. ASIA**. San Francisco: Chinese Bilingual Pilot Program, San Francisco Unified School District, 1978. ERIC ED 152 091.

A seventh-grade textbook about Asia includes 25 lessons on such topics as: school days in China, law in old China, Confucius, and changes in farming.

Latourette, Kenneth Scott. **THE CHINESE: THEIR HISTORY AND CULTURE**. 3rd, revised ed. New York: Macmillan, 1951.

One of China's noteworthy achievements was the traditional education system, necessary route to civil service and the source of a unifying outlook on life. Western education, especially modern science and the scientific method, in the twentieth century supplanted old schooling.

Lauwerys, Joseph A. "China." **COMMUNIST EDUCATION**. Edited by Edmund J. King. London: Methuen, 1963, pp. 258-83.

Insightful history of Chinese education and culture: examination system; Western mission impact; modernization attempts; Boxer indemnity fund; Communist ideology, policies, and such achievements as minority education, language reform, and adult education.

Lee, William C. "Modern Educational Development in Free China Since 1898." **SCHOOL AND SOCIETY**, 98, 2328 (November 1970), 416-21.

HISTORY OF CHINESE EDUCATION AND CULTURE

Outline of major educational developments, 1898-1949, and on Taiwan after 1949. Comments on the influence of such Westerners as Columbia University professors Paul Monroe and John Dewey and British philosopher Bertrand Russell.

Li, Chien-hsün. CHAN-SHIH YÜ CHAN-HOU CHIAO-YÜ (WARTIME AND POSTWAR EDUCATION). Chengku: Normal Research Institute, National Northwest Normal College, 1942. In Chinese.
Review of educational history, with suggested reforms.

Liang, Kenneth C.K. "I CH' CHIU LIU CHIH I CHIU I I NIEN CHIEN CHUNG KUO SHE HUI TI CHI TI SHIH CHIEN CH' MU TI, SHOU TUAN CHI LING SHIU CHIH KUAN HSI TI FEN HSI" (Social Disturbance Leadership Patterns: The Case of 19th Century China). HSIANG KANG CHUNG WEN TA HSÜEH CHUNG KUO WEN HUA YEN CHIU SO HSÜEH PAO (JOURNAL OF THE INSTITUTE OF CHINESE STUDIES OF THE CHINESE UNIVERSITY OF HONG KONG), 8, 1 (1976), 99-108. In Chinese.

Those mass action incidents during 1796-1911 initiated by middle class non-official scholars and gentry tended to be less violent and aimed at a higher degree of change than did mass actions led by leaders of other social strata.

Lin, Neng-shih. CH'ING CHI HUNAN HSIN CH'ENG YÜN TUNG TI FA JÊN (Beginnings of the Political Reform Movement in Hunan During the Late Ch'ing Period). SHIH YUAN, 2 (1971), 77-108. In Chinese.

Despite a conservative, anti-foreign tradition, Hunan was spurred toward reform by Japan's 1895 defeat of the Hunanese militia. Intellectuals convinced the gentry to support Western learning. Chiang Piao established modern schools, included science, and published a scholarly journal devoted to Western ideas.

Lin, Peng. HSÜEH CHIH YEN PIEN PA SHIH NIEN" (Eighty Years of Development of the School System). BULLETIN OF THE NATIONAL TAIWAN NORMAL UNIVERSITY, 22 (1977), 1-36. In Chinese.

HISTORY OF CHINESE EDUCATION AND CULTURE

Traces Taiwan's education to mainland origins. Describes the curriculum offered after the ancient examination system ended. Foreign influences, 1915-19, created the division between academic and vocational education and brought electives.

Lindsay, Michael Francis Morris et al. NOTES ON EDUCATIONAL PROBLEMS IN COMMUNIST CHINA, 1941-1947. New York: International Secretariat, Institute of Pacific Relations, 1950.
Communist rural teaching techniques, 1941-49.

Liu, Kwang-ching. "Politics, Intellectual Outlook, and Reform: The T'UNG-WEN KÜAN Controversy of 1867." REFORM IN NINETEENTH-CENTURY CHINA. Edited by Paul A. Cohen and John E. Schrecker. Cambridge, MA: East Asian Research Center, Harvard University, 1976, pp. 87-100.

The T'UNG-WEN KÜAN, 1862, to train interpreters for Sino-Western diplomatic negotiations, was the model for similar schools in Canton and Shanghai (1864). Pressure grew for a broader curriculum including Western science and technology. The 1867 proposal that scholars completing the T'UNG-WEN KÜAN program receive official advancement was defeated by the Empress Dowager, who opposed giving status to the foreign educators who worked there (including U.S. missionary William Alexander Parsons Martin).

Luh, C.W. "China's New System of Education." BULLETINS ON CHINESE EDUCATION, 2, 8 (1923), 1-17.

Between 1902-22 China had four systems of education. The fourth, begun November 1, 1922, permitted children at age 12 to enter normal, vocational, or secondary school (three years' junior and three years' senior middle school).

Lui, Adam Yuen-chung. "The Education of the Manchus, China's Ruling Race (1644-1911)." JOURNAL OF ASIAN AND AFRICAN STUDIES, 6, 2 (April 1971), 126-33.

After taking power (1644), the Manchus established separate schools for Manchu officials and their families to teach

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them the Manchu language or Chinese classics and to prepare them for a separate civil service exam. Thus the Manchus would not become "Sinicized" and would not be excluded from government service by better qualified Confucian scholars.

Lui, Adam Yuen-chung. **THE HANLIN ACADEMY: TRAINING GROUND FOR THE AMBITIOUS, 1644-1850.**

Hamden, CT: Shoe String Press, 1981.

Reviews origins and evolution of Hanlin Academy, Peking, 1670 to 1906, an independent institution which supervised civil service examinations, published literary works, educated princes, and otherwise assisted the emperor. Political advancement was based mainly on seniority. Examines career patterns and political advancement of men who studied there for bureaucratic jobs. Includes statistical analysis of factors that aided advancement.

Ly, Juwan Usang. "New and Old Education in China." **CHINA JOURNAL**, 32, 5 (May 1940), 174-82; 32, 6 (June 1940), 238-46.

Ma, Tai-loi. "DIE ÖRTLICHE BILDUNGSBEAMTEN VON MING CHINA, 1368-1644" (The Local Education Officials of Ming China, 1368-1644). **ORIENS EXTREMUS**, 22, 1 (1975), 11-27. In German.

Local education officials suffered from low salary and status throughout the Ming era. As their position declined, private academies became increasingly important.

Marsh, Robert. **THE MANDARINS: THE CIRCULATION OF ELITES IN CHINA.** New York: Free Press of Glencoe, 1961.

Effects of family position, civil service examination achievement, seniority, paths of recruitment and other factors on mobility during the Ch'ing Dynasty (1644-1911). Sociological study of the family, occupations and professions (including professional education), social stratification, and mobility.

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Martin, William Alexander Parsons. **THE LORE OF CATHAY: OR, THE INTELLECT OF CHINA.** New York: Revell, 1901. Reprinted Taipei: Ch'eng-wen, 1971.
U.S. Presbyterian missionary and educator in China, 1850-1916, was organizer and first president of TUNG WEN College (important first Western language Interpreters' College, 1868-94); president, Imperial University, Peking, 1898-1902; professor of international law, Wuchang University, 1902-05; author of the HANLIN PAPERS, 1880, 1894; A CYCLE OF CATHAY, 1896; and THE AWAKENING OF CHINA, 1907. He helped introduce Western culture into China. He writes on Chinese discoveries, philosophy, science, chemistry, poets, Confucius (compared to Plato), religion, school and family, education, civil service examinations, Imperial Academy, old university in Peking (KUO-TZU CHIEN), Chinese historiography, and international law.

Martin, William Alexander Parsons. "The TUNG-WEN (Interpreters) College." **THE INTERNATIONAL RELATIONS OF THE CHINESE EMPIRE, VOL. 3, THE PERIOD OF SUBJECTION, 1894-1911.** Edited by Hosea Ballou Morse. London: Longmans, Green, 1918, pp. 471-78.

The need for interpreters was a humiliation forced on the Chinese by the British Treaty of Tientsin (1858). It required Chinese to communicate with Western officials in English. To the TUNGWEN College (1862) curriculum of English, French, Russian, and German were later added Western mathematics, astronomy, physiology, and international law.

Mauger, Peter. "Education Since 1949." **CHINA NOW**, 84 (May-June 1979), 8-13.

History of education in China under Communism. Although China's post-Mao stress on key schools, selective admissions, and academic excellence threatens a return to elitism, China urgently needs high-level scientists and experts.

Meneghetti, Guido. "LE LINEE DELLA POLITICA EDUCATIVA IN CINA DAL 1949 AL 1959" (Lines of Educational Policy in China, 1949-59). **MONDO CINESE**, 2, 7 (1974), 9-32. In Italian.

HISTORY OF CHINESE EDUCATION AND CULTURE

Two phases of educational development, 1949-59: reconstruction along Communist lines; relaxation of attitudes toward intellectuals in the Hundred Flowers campaign, and Mao's essay, "On the Correct Handling of Contradictions among the People."

Meskill, John Thomas. "Academies and Politics in the Ming Dynasty." CHINESE GOVERNMENT IN MING TIMES. Edited by Charles O. Hucker. New York: Columbia University Press, 1969, pp. 149-74.

Interrelationship of private schools and the government (1368-1644), especially how such schools became involved in political controversies. Many private academies, often aligned with factions, were suspect and ordered closed. This hostile relationship ended in the Ch'ing period, when academies became official or semiofficial schools.

Meskill, John Thomas. ACADEMIES IN MING CHINA: A HISTORICAL ESSAY. Association for Asian Studies Monograph 39. Tucson: University of Arizona Press, 1982. Origins, organization, and curriculum of academies, 1368-1644, as centers of Neo-Confucianism which were eventually overwhelmed by political despotism.

Moehlman, Arthur H. COMPARATIVE EDUCATION SYSTEMS. Washington, DC: Center for Applied Research in Education, 1963.

Brief history of Chinese education in an overview of selected national school systems.

Morimoto, Sugio. SHINCHŌ JUGAKUSHI GAISETSU (A GENERAL SURVEY OF THE HISTORY OF CONFUCIAN LEARNING IN THE CH'ING DYNASTY). Japan: Bunshodō, 1931. In Japanese.

Survey of traditional education in the Ch'ing dynasty. Arranged by schools and individuals, including Wei Yuan, K'ang Yu-wei, T'an Ssu-t'ung, Liang Ch'i-ch'ao, Tseng Kuo-fan, Hu Shih, and Ch'en Tu-hsiu.

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Nakae, Ushikichi. **CHŪGOKU KODAI SELJI SHISŌ (ANCIENT CHINESE POLITICAL THOUGHT)**. Japan: Iwanami Shoten, 1950. In Japanese.

Japanese scholar who lived in Peking has sections on Chinese feudalism, the KUNG-YANG school, and Ch'ing era scholarship.

Nakamura, Jihee. **"SHINDAI SANTŌ NO GAKUDEN"** ("The HSUEH-T'EN of Shan-tung During Ch'ing Dynasty). **KYŪSHŪ DAIGAKU, SHIEN (JOURNAL OF HISTORY)**, 64 (February 1955), 43-63. In Japanese.

Explains two kinds of school lands in Shantung during the Ch'ing era: land officially established during Ming times (tax exempt) and private or otherwise donated land (taxable), neither of which could be sold.

Nakamura, Jihee. **"SHINDAI SANTŌ NO GAKUDEN NO KOSAKU"** (Tenancy System of School Lands in Shan-tung During the Ch'ing Dynasty). **KYŪSHŪ DAIGAKU, SHIEN (JOURNAL OF HISTORY)**, 71 (December 1956), 55-77. In Japanese.

Rents tenants paid to use school land provided funds for Shantung traditional schools in the Ch'ing period.

Nakamura, Jihee. **"SHINDAI SANTŌ NO SHOIN TO TENTŌ"** (Private Schools and Usurers in Shan-tung During the Ch'ing Dynasty). **TŌHŌGAKU (EASTERN STUDIES)**, 11 (October 1955), 100-9. In Japanese.

Interdependence of officials, gentry, merchants, and pawnbrokers in managing Shantung's traditional local academies in the Ch'ing period.

Nakamura, Jihee. **"SHINDAI SANTŌ NŌSON NO GIGAKU"** (Charity Schools in the Rural Villages in Shantung During the Ch'ing). **TŌYŌ SHIGAKU**, 15 (September 1956), 1-16; 16 (December 1956), 21-36. In Japanese.

Local government officials, to strengthen Ch'ing control of villages, opened charitable schools, which grew in the Tao-kuang era because the gentry wanted to educate commoners.

HISTORY OF CHINESE EDUCATION AND CULTURE

Niijima, Atsuyoshi. "CHŪGOKU GENDAI KYŌIKUSHI NEMPYŌ" (A Chronological Table to Contemporary Chinese Educational History). TŌYŌ BUNKA KENKYŪJO KIYŌ (MEMOIRS OF THE INSTITUTE OF ORIENTAL CULTURE), 27 (March 1962), 263-302; 28 (March 1962), 265-96; 29 (January 1963), 177-256. In Japanese. Chronology of educational events, 1919-58.

Niijima, Atsuyoshi. "CHŪGOKU KINDAI KYŌIKUSHI NEMPYŌ" (A Chronology of Events Related to Education in Modern China). TŌYŌ BUNGA KU KENKYŪ (ORIENTAL CULTURE REVIEW), 10 (March 1962), 42-63; 11 (March 1963), 158-74; 12 (March 1964), 57-67; 13 (March 1965), 66-74. In Japanese. Chronology of education, 1899-1906, includes political events, publications, government orders, and student activities.

Ōkubo, Hideko. "SHINDAI SANSEI CHIHŌ NO SHOIN TO SHAKAI" (Academies and Society in the Shansi Area in the Ch'ing Period.) YAMAZAKI SENSEI TAIKAN KINEN TŌYŌ SHIGAKU RONSHŪ (ORIENTAL STUDIES TO COMMEMORATE THE RETIREMENT OF PROFESSOR YAMAZAKI). Japan: Daian, 1967, pp. 87-102.

Salt merchants and pawnbrokers were the most generous private contributors to local academies in Shansi and part of Shensi provinces, Ch'ien-lung period.

Ōkubo, Sotaro. "SHINA NI OKERU SHINKYŌIKU NI TSUITE" (On the New Education in China). TŌA JIMBUN GAKUHŌ, 1, 3 (December 1941), 714-37. In Japanese.

Survey of the education system, 1860s-1920s, stressing persistence and revival of classical tradition, gap between foreign ideas and China's economic and social realities, and the decisive influence of politics on education.

Ōmura, Kōdō. "SHIMMATSU KYŌIKU SHISŌ NO KITEI NI TSUITE, CHŌ SHI-DŌ NO NASHONARIZUMU" (The Basis of Educational Thought in the Late Ch'ing Period, Nationalism of Chang Chih-tung). TŌKYŌ SHINA GAKUHŌ

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(BULLETIN OF TOKYO SINOLOGICAL SOCIETY), 15
(June 1969), 55-76. In Japanese.

Educational program of Chang Chih-tung, influential in the late Ch'ing period, was based on traditional Confucianism and completely different from national thought on education after 1911.

Ono, Kazuko. "SHINSHO NO SHISŌ TŌSEI O MEGUTTE" (On the Regulation of Thoughts for the Early Ch'ing). TŌYŌSHI KENKYŪ (JOURNAL OF ORIENTAL RESEARCHES), 18, 3 (December 1959), 339-63. In Japanese.

From the Shun-chih through Yung-cheng periods the Ch'ing government limited dissent by suppressing the intellectuals' literary associations and publications and by demanding orthodoxy at government-sponsored schools.

Ono, Shinobu, and Akio Saitō. CHŪGOKU NO KINDAI KYŌIKU (MODERN EDUCATION IN CHINA). Japan: Kawade Shobō, 1948. In Japanese.

History of education, national language movement, movements for social education and rural reconstruction, missionary education, student movements, Communist education in "liberated" areas, and post-World War II tendencies.

Orb, Richard A. "Chihli Academies and Other Schools in the Late Ch'ing: An Institutional Survey." REFORM IN NINETEENTH-CENTURY CHINA. Edited by Paul A. Cohen and John E. Schrecker. Cambridge, MA: East Asian Research Center, Harvard University, 1976, pp. 231-40.

Provincial education statistics for 1907 substantiate that Shihli province led in new schools and social reforms, a process hastened by the Boxer uprising and other events and encouraged in Chihli province by the financial support of wealthy Chinese.

Ōtake, Akira. "SHIMMATSU NO KYŌIKU, YŌMU TO KYŌIKU" (The Establishment of the T'UNG-WEN KŪAN in China in 1862). ŌTANI GAKUHŌ, 48, 3 (January 1969), 33-49. In Japanese.

HISTORY OF CHINESE EDUCATION AND CULTURE

Conflicts with conservatives over curriculum (Western languages, mathematics) at the first modern government-sponsored schools in Peking and Canton.

Ou, Tsuin-chen. "Some Facts and Ideas about Talent and Genius in Chinese History." *THE YEAR BOOK OF EDUCATION*, 1961. London: Evans, 1961, pp. 54-61.

Long before its national examination system for civil service, China was the first ancient country to seek out talented children to train for national service. Sections on criteria for selecting the gifted, education according to intelligence, and Confucius and Mencius on finding and using talent.

Pankratov, Boris Ivanovich, ed. *STRANA KHAN'; OCHERKI O KULTURE DREVNEGO KITAIA (THE DYNASTY OF HAN: ESSAYS ON THE CULTURE OF ANCIENT CHINA)*. Leningrad: Gos. izd-vo detskoi lit-ry, 1959. In Russian.

Peake, Cyrus H. *NATIONALISM AND EDUCATION IN MODERN CHINA*. New York: Columbia University Press, 1932.

Covers 1860-1930 and the introduction of Western education. Shows reasons for educational changes and the gradual use of schools to develop national consciousness. Appendix has annotations of 47 textbooks used to develop nationalism.

Pilcher, Leander W. "The New Education in China." *CHINESE RECORDER*, 20, 7 (July 1889), 305-10; 20, 8 (August 1889), 343-48; 20, 9 (September 1889), 403-10.

Traces Western education from 1835 (founding in Canton of the Morrison Education Society, ended 1849), through important efforts to train translators and technicians at the T'UNG-WEN College, Peking, and Kiangnan Arsenal, Shanghai. Leading missionary educators discussed are A.P. Parker, Soochow, and J.H. Judson, Hangchow.

Posner, Arlene, and Arne J. De Keijzer, eds. *CHINA: A RESOURCE AND CURRICULUM GUIDE*. 2nd ed., revised. Chicago: University of Chicago Press, 1976.

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Describes materials about Chinese civilization and culture, including education, for U.S. elementary and secondary schools and higher education: curriculum units, books, periodicals, and audiovisual materials. Essays on teaching about China. Lists resource centers on Chinese studies.

Pott, Francis Lister Hawks. "China's Method of Revising Her Educational System." *ANNALS OF THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE*, 39 (January 1912), 83-96.

Reviews traditional schooling, all private, with the government holding examinations; late nineteenth century moves toward Western and Japanese education; 1905 end to government examinations; and educational reform proposals.

Price, Ronald F. *EDUCATION IN COMMUNIST CHINA*. New York: Praeger, 1970.

Despite many twentieth century reorganizations of education, China's past has continued to shape schools. The "red versus expert" controversy is a recent version of the search for balance between ethical-political indoctrination and professional preparation to serve the state. Mao Tse-tung believed such equilibrium was possible but failed to discover how to attain it.

Price, Ronald F. *EDUCATION IN MODERN CHINA*. 2nd ed. London: Routledge and Kegan Paul, 1979.

Study of Chinese education by a professor who taught in China 1965-67 uses early 1970s data. Includes historical background, organization and control, and a special section on teacher education.

"Revolution in Education." *NEW CHINA'S FIRST QUARTER CENTURY*. Peking: Foreign Languages Press, 1975, pp. 51-57.

Stresses Communist China's success in extending educational opportunity through full-time and part-time programs; and the Cultural Revolution emphasizes on work-study, fewer years of schooling, and more ideological content.

HISTORY OF CHINESE EDUCATION AND CULTURE

Rozman, Gilbert, ed. **THE MODERNIZATION OF CHINA.**
New York: Free Press, 1981.

Two chapters are on knowledge and education in the eighteenth, nineteenth, and twentieth centuries. China's educational conservatism was tied to education's role in the power structure. In the twentieth century, the great external threat brought an educational revolution, Japanese and Western schools replaced classical learning, and the educated class was expected to save the nation.

Saitō, Akio. **CHŪGOKU GAKUSEI KAIKAKU NO SHISŌ TO GENJITSU, SHINGAI KAKUMEI ZENYA GAKUDŌ KYŌIKU NO JITTAI** (The Theory and Practice of the Educational System in Modern China). **SENSHŪ JIMBUN RONSHŪ**, 4 (December 1969), 1-25. In Japanese.
Contemporary student memoirs and diaries describe practices at modern schools opened in the late Ch'ing period.

Saitō, Akio. **"CHŪGOKU KYŌIKU NO RISŌ TO GENJITSU, GIMUKYŌIKU MONDAI WA DŌ SUIISHITE KITAKA** (Ideals and Realities of Education in China, How the Problems of Compulsory Education Have Developed). **CHŪGOKU KENKYŪ (THE CHINESE RESEARCH)**, 16 (September 1952), 1-25. In Japanese.
Historical review of modern public education programs, late Ch'ing period to World War II, and Communist influence.

Saitō, Akio, and Atsuyoshi Niijima. **CHŪGOKU GENDAI KYŌIKU SHI (A HISTORY OF EDUCATION IN MODERN CHINA)**. Japan: Kokudoshā, 1962. In Japanese.
Peasant demands for schooling were a recurring theme 1850s-1950s: Taiping and Boxer rebellions, late Ch'ing reforms, the Republic, Nanking government, Sino-Japanese War (1937-45), and Communist rise to power. Includes cadre training, language reform, and the effect of sending students to Japan and the West.

Sakai, Tadao. **SHINA CHISHIKI KAIKYŪ NO MINZOKU-SHUGI SHISŌ (NATIONALISTIC THOUGHT AMONG THE**

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CHINESE INTELLIGENTSIA). Vol. 1. Japan: Toa Kenkyujo, 1941. In Japanese.

Anti-Japanese movement and educational developments up to May 4, 1919.

Sasajima, Kōsuke. "CHŪGOKU GAKKO TAIKU NO SEIDOSHI TEKI KENKYŪ" (Studies of the Institutional History of Physical Education: (1) Schools in China). CHŪGOKU KANKEI RONSETSU SHIRYO (COLLECTED ARTICLES ON CHINA), 7, 4 (1967), 127-34. In Japanese. School laws and regulations on the history of physical education in China, late Ch'ing period to early 1960s.

Sasajima, Kōsuke. KINDAI CHŪGOKU TAIKU SUPŌTSUSHI (A HISTORY OF PHYSICAL EDUCATION AND SPORTS IN MODERN CHINA). New Series on Physical Education, Vol. 43. Japan: Shoyo Shoin, 1966. In Japanese. History of physical education and sports, 1840s-1960s.

Scharfstein, Ben-Ami. THE MIND OF CHINA. THE CULTURE, CUSTOMS, AND BELIEFS OF TRADITIONAL CHINA. New York: Basic Books, 1974.

Examines China's ancient culture: traditional Confucian life (including village schools, education of princes, and the examination system), artists, historians (including family historians and writers of diverse historical forms), cosmographers (challenged by the seventeenth-century Jesuit scientists), and philosophers (among them the fifteenth-century Neo-Confucian Wang Yang-ming, who is compared to John Dewey because both believed learning could not be intellectual alone, cut off from action).

Schneider, Laurence A. "National Essence and the New Intelligentsia." THE LIMITS OF CHANGE: ESSAYS ON CONSERVATIVE ALTERNATIVES IN REPUBLICAN CHINA. Edited by Charlotte Furth. Cambridge, MA: Harvard University Press, 1976, pp. 57-89.

With abolition of the examination system and fall of the monarchy, a modern intelligentsia emerged that saw the country's "national essence" as culture detached from the

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traditional organic order. To keep alive Han literary traditions, some wrote textbooks, founded academies, and opened libraries. After 1911 the conservative "national essence" movement fragmented; many of its followers opposed use of the vernacular and other literary reforms. Marxism, rising in the 1920s, also espoused folk culture, popular literature, and language. Thus the "national essence" idea lost credence in the 1920s. See entry 1562.

Schurmann, Herbert Franz, and Orville Schell. **THE CHINA READER. IMPERIAL CHINA: THE DECLINE OF THE LAST DYNASTY AND THE ORIGINS OF MODERN CHINA, THE 18TH AND 19TH CENTURIES.** New York: Vintage, 1967.

Chinese and Western writings illustrate two centuries of changes that produced modern China. Implications for education and the relevance of intellectuals to political changes are in John K. Fairbank's "The Chinese Written Language," Wu Ching-tzu's "The Scholars," Chang Chih-tung's "Exhortation to Study," and Liang Ch'i-ch'ao's "A Review of China's Progress." Mary C. Wright's "The Modernization of China's System of Foreign Relations" shows that Chinese rather than foreign initiative accounted for the first educational reform (1862 founding, Peking, of T'UNG-WEN KÜAN to train foreign language experts).

Seybolt, Peter J. "The Yen-an Revolution in Mass Education." **CHINA QUARTERLY**, 48 (October-December 1971), 641-69.

The Communist literacy campaign begun in Shensi-Kansu-Ningsia after the Long March was at first unsuccessful because the curriculum was irrelevant. In 1943 teachers successfully used a local problem-solving approach when they taught basic literacy and mathematics. After 1949 the government used an ineffective U.S.S.R.-inspired technique, but during the Cultural Revolution they returned to a diversified teaching approach.

Seybolt, Peter J., ed. "Documents from the Kiangsi Soviet." **CHINESE EDUCATION**, 6, 3 (Fall 1973), 1-60.

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Articles on the Kiangsi Soviet period, 1931-34, when the Communists attempted large-scale mass education under U.S.S.R. influence. Issue also continues serial publication of "Comrade Mao Tse-tung On Education Work."

Sheng, Lang-hsi. CHUNG-KUO SHU-YÜAN CHIH-TU (THE INSTITUTION OF THE CHINESE ACADEMY). Shanghai: 1934. In Chinese.
Academies in Sung-Ming periods (960-1644).

Sheringham, Michael. "Popularisation Policies in Chinese Education from the 1950s to the 1970s." COMPARATIVE EDUCATION, 20, 1 (1984), 73-80.
Measures to popularize education, 1950-70s: literacy campaigns, "people-run" rural schools, sending youth to the countryside, and giving working class youth priority admission to higher education.

SHIH-NIEN-LAI CHIH NAN-K'AI TA-HSÜEH CHING-CHI YEN-CHIU-SO (Nankai Institute of Economics), ed. NANKAI INSTITUTE OF ECONOMICS IN THE LAST TEN YEARS. Tientsin: Nankai Institute of Economics, 1937.
History of the institute which published NANKAI SOCIAL AND ECONOMIC QUARTERLY. Lists publications of Institute and its members.

Shimada, Kenji. CHŪGOKU NI OKERU KINDAI SHII NO ZASETSU (THE BREAKDOWN OF MODERN THOUGHT IN CHINA). Japan: Chikuma Shobō, 1949. In Japanese.
Study of intellectual history from the Sung era, stressing the Ming period and reappraising the question of China's intellectual stagnation.

Shimizu, Nobuyoshi. KINSEI CHŪGOKU SHISŌ SHI (HISTORY OF MODERN CHINESE THOUGHT). Japan: Meiji Tosho Kabushiki Kaisha, 1950. In Japanese.
Examines Chinese thought mainly in the Sung period but also in the Yuan, Ming, and Ch'ing dynasties. Brief comments on K'ang Yu-wei, Liang Ch'i ch'ao, Sun Yat-sen, Hu Shih, and Mao Tse-tung.

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Shu, Hsin-ch'eng. CHIN-TAI CHUNG-KUO CHIAO-YÜ SSU-HSIANG SHIH (HISTORY OF EDUCATIONAL THOUGHT IN MODERN CHINA). Shanghai: Chung-hua shu-chu, 1929. In Chinese.

Evolution and influence of 18 types of education: language, armament, Western learning, Western technology, Western government, military education, utilitarianism, aesthetic education, cosmopolitan education, vocational education, democratic education, private education, scientific education, anti-religious education, nationalistic education, citizenship training, party education, and women's education. Bibliography and indexes of men, institutions, and issues.

Shu, Hsin-ch'eng. "The Recent Changes of Chinese Educational Thought." NEW CHINA FORTNIGHTLY, 1 (1933), 97-110.

Chinese education trends, 1928-32, emphasized rural and mass education as well as nationalistic education.

Shu, Hsin-ch'eng, ed. CHIN-TAI CHUNG-KUO CHIAO-YÜ SHIH-LIAO (HISTORICAL MATERIALS ON MODERN CHINESE EDUCATION). 4 vols. Shanghai: Chung-hua shu-chu, 1923. In Chinese.

Covers "inauguration of the Western educational system" from the T'ung-chih reign to early Kuomintang Party education. Headings during 1898-1926: educational system, women's education, overseas education, coeducation, personnel, textbooks, student movements, Boxer funds, curriculum, and educational opinions. Includes late Ch'ing reform and abolition of the examination system.

Shu, Hsin-ch'eng, ed. CHUNG-KUO HSIN-CHIAO-YÜ KAI-K'UANG (THE STATE OF NEW EDUCATION IN CHINA). Shanghai: Chung-hua shu-chu, 1928. In Chinese.
History and condition of modern education.

Snow, Edgar. RED STAR OVER CHINA. 1st revised and enlarged ed. New York: Grove Press, 1968.

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First Western journalist to interview Communist leaders behind Chiang Kai-shek's lines, 1936, in northwest China. Primarily political, the book tells of literacy, other educational activities, and plans to modernize curriculum and provide easy access to schooling.

Sun, E-tu Zen. "Chinese Schools in a Revolutionary Century."
JOURNAL OF GENERAL EDUCATION, 26, 3 (Fall 1974)
179-86.

Proposals for a new educational system based on the post-1949 political and social revolution.

Sun, Yat-sen. THE THREE PRINCIPLES OF THE PEOPLE:
SAN MIN CHU I, WITH TWO SUPPLEMENTARY
CHAPTERS BY PRESIDENT CHIANG KAI-SHEK. Taipei:
China Publishing Co., 1967.

Contains Dr. Sun's 16 lectures on nationalism, democracy, and livelihood—basis of the Nationalist (Kuomintang) program. Improving workers' education was necessary for a better life.

Sung, Wook Shin. "Reform Through Study Societies in the Late Ch'ing Period, 1895-1900: The NAN HSÜEH-HUI." REFORM IN NINETEENTH-CENTURY CHINA. Edited by Paul A. Cohen and John E. Schrecker. Cambridge, MA: East Asian Research Center, Harvard University, 1976, pp. 310-16.

NAN HSÜEH-HUI, experimental, reform-type of local government unconnected to the central government, used study societies to train local leaders. To foster public welfare and learning, the NAN HSÜEH-HUI published a newspaper and sponsored a public library and lectures, all opposed by leaders of Confucian academies.

Taga, Akigorō. KINDAI CHŪGOKU NI OKERU ZOKU-JUKU NO SEIKAKU" (The Clan School in Modern China). KINDAI CHŪGOKU KENKYŪ (STUDIES IN MODERN CHINA), 4 (1960), 205-54. In Japanese.

Clan schools, which promoted clan solidarity and prosperity, became part of the government school system after

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abolition in 1905 of civil service examinations. Non-clan members (including girls) were admitted and the facilities were modernized.

Taga, Akigorō, ed. KINSEI AJIA KYŌIKUSHI KENKYŪ (STUDIES OF THE HISTORY OF EDUCATION IN ASIA DURING MODERN TIMES). Japan: Bunri Shoin, 1966. In Japanese.

Chapters and a classified bibliography (Japanese and Chinese works) on the history of education in China.

T'ang, Leang-li. RECONSTRUCTION IN CHINA: A RECORD OF PROGRESS AND ACHIEVEMENT IN FACTS AND FIGURES WITH ILLUSTRATIONS AND MAPS. Shanghai: China United Press, 1935.

"Educational Reform," pp. 69-91, describes schools at all levels, 1902-34, including reforms. "Cultural Reconstruction," pp. 135-47, describes the Academia Sinica and its institutes of physics, chemistry, engineering, geology, astronomy, meteorology, psychology, and history and philosophy. Describes major library holdings.

Tauchi, Takatsugu. SHINA KYŌIKUGAKU SHI (HISTORY OF CHINESE EDUCATIONAL TRAINING). Japan: Juzambo, 1942. In Japanese.

Quotes ancient philosophers' remarks on education; ends with the K'ang-Liang school, Chang Chih-tung, and the new education which followed.

Teng, Ssu-yü et al. CHINA'S RESPONSE TO THE WEST: A DOCUMENTARY SURVEY 1839-1923. Cambridge, MA: Harvard University Press, 1954.

Translations of and commentary on Chinese documents showing modern China's attempt to understand the West and adjust to it. Among these are three concerning institutions for linguistic and scientific studies (1863, 1867); three about training students abroad (1871, 1877, 1880-81); one about abolishing examinations (1903); and four about ideological ferment (1912-23).

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Teng, Ts'ui-ying et al. "The Development of the Modern Educational System in China." **EDUCATION IN CHINA: PAPERS CONTRIBUTED BY THE MEMBERS OF COMMITTEES OF THE SOCIETY FOR THE STUDY OF INTERNATIONAL EDUCATION.** Edited by T.Y. Teng and Timothy Tingfang Lew. Peking: Society for the Study of International Education, 1923, pp. 1-19.

History of education, educational reform in the late Ch'ing dynasty, and the post-1911 school system at all levels (including the 6-3-3 plan on the U.S. model).

Tikhvinskii, Sergei Leonidovich. **PRAVLENIE V KITAI MAN'CHZHURSKOI DINASTII TSIN** (The Rule of the Manchu Ch'ing Dynasty in China). **VOPROSY ISTORII**, 9 (1966), 71-90. In Russian.

The Ch'ing dynasty tried to destroy China's literary heritage and used educational indoctrination to establish their power.

Ting, Chih-p'ing. **CHUNG-KUO CHIN CH'I-SHIH-NIEN LAI CHIAO-YÜ CHI-SHIH** (EVENTS IN CHINESE EDUCATION DURING THE LAST SEVENTY YEARS). Shanghai: National Institute of Compilation and Translation, 1935. In Chinese.

Chronology of education and educational administration events, 1862-1933; includes important laws and orders, appointments, and conferences.

Tomala, Karin. **"OŚWIATA I SZKOLNICTWO W CHINACH LUDOWYCH"** (Education in the Chinese People's Republic). **TRADYCJA I WSPÓLCZESNOŚĆ W AZJI, AFRYCE I AMERYCE LACIŃSKIEJ** (TRADITIONAL AND MODERN SOCIETIES IN ASIA, AFRICA, AND LATIN AMERICA). Edited by Edward Szymáński. Warsaw: Akademia Nauk Zakład Krajów Pozaeuropejskich, 1978, pp. 11-41. In Polish.

Post-1949 educational development: 1949-51 reform, based on old teaching staff and many foreign missions; 1951-57, followed Soviet model in secondary education and universities; 1958-59, Great Leap Forward; 1959-64, returned to

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patterns of 1951-57; 1964-70, Cultural Revolution; and 1970-78, conflicting trends.

Tsang, Chiu-sam. **SOCIETY, SCHOOLS AND PROGRESS IN CHINA**. Elmsford, NY: Pergamon Press, 1968.

Education in historical and comparative perspectives: rapid social change after 1900, tensions created by Western-style education, and Communist educational changes after 1949.

Tsao, Kai-fu. **THE RELATIONSHIP BETWEEN SCHOLARS AND RULERS IN IMPERIAL CHINA: A COMPARISON BETWEEN CHINA AND THE WEST**. New York: University Press of America, 1984.

Compares Chinese and Western scholars during ancient (3500-771 B.C.), classical (770 B.C.-589 A.D.), and modern (590-1912) periods, including Neo-Confucian philosopher Chu Hsi with Erasmus, Sui dynasty founder Wen-ti with Charlemagne, and the Sung dynasty with Tudor England.

Tungwen College. **KNANG-HSÜ WU-NIEN K'AN T'UNG-WEN-KÜAN T' I-MING-LU (CALENDAR OF THE TUNGWEN COLLEGE, FIRST ISSUE)**. Peking: Tungwen College, 1879. In Chinese.

Catalog and directory of staff and students of T'UNG-WEN KÜAN (founded 1862), first government institution to teach Western languages and sciences. Has curriculum, examination questions, and lists of professors and publications.

Uhalley, Stephen, Jr. "Education in China Today and Prospects for American Involvement." **SOUTH ATLANTIC QUARTERLY**, 74, 1 (1975), 12-20.

Cultural Revolution attacked education which stressed academic performance and elitist class distinctions over such socialist values as political education and physical labor.

Van Dorn, Harold Archer. **TWENTY YEARS OF THE CHINESE REPUBLIC: TWO DECADES OF PROGRESS**. New York: Knopf, 1932.

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Changes in education, politics, and religion, 1911-31, are summarized, as are other social and economic changes. Reviews the late nineteenth-century movement for modern subjects. Describes reorganization of education after 1911, women's education, and schooling at all levels. Examines Protestant and Catholic education and the effects of Chinese anti-foreignism and nationalism. Includes libraries and mass education.

1517. Wang, Y.C. "Education, Modernization, and Profiteering." *JOURNAL OF ASIAN STUDIES*, 24, 2 (February 1965), 299-303.

Review of Biggerstaff, *THE EARLIEST MODERN GOVERNMENT SCHOOLS IN CHINA* (See entry 1354). Disagrees with conclusions about nineteenth century school for interpreters (T'UNG WEN KÜAN) and its influence on Peking University. Reviewer says U.S. missionary-educator W.A.P. Martin was racially motivated.

- Waple, René J. "L'ENSEIGNEMENT EN CHINE: UN KALÉIDOSCOPE" (Education in China: a Kaleidoscope). *ANNÉE POLITIQUE ET ÉCONOMIQUE (ANNALS OF POLITICS AND ECONOMICS)*, 47, 239 (1974), 154-83. In French.

Survey of education from the traditional Mandarin system to revolutionary Marxist scheme. The alliance between education and labor has been established, and tendencies toward bourgeois educational elitism eradicated.

- Wei, Hsiu-mei. "TS'UNG-LIANG-TE KUAN-CH'A TAN-TAO CH'ING-CHI HSÜEH-CHENG-TE JEN-SHIH SHAN-TI" (A Quantitative Analysis of Provincial Directors of Education and an Examination of the Ch'ing Dynasty, 1795-1906). *BULLETIN OF THE INSTITUTE OF MODERN HISTORY, ACADEMIA SINICA*, 5 (1976), 93-119. In Chinese.

Data about provincial education directors, 1795-1906, all of whom also held other bureaucratic posts and were overwhelmingly Han Chinese rather than Manchu.

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Williams, Samuel Wells. "Education and Literary Examinations." **THE MIDDLE KINGDOM: A SURVEY OF THE GEOGRAPHY, GOVERNMENT, LITERATURE, SOCIAL LIFE, ARTS, AND HISTORY OF THE CHINESE EMPIRE AND ITS INHABITANTS**. Vol. I. Revised ed. New York: Scribner, 1900. Reprinted. Taipei: Ch'eng-wen, 1965, pp. 519-77.

Summarizes major Confucian classics studied, methods of conducting examinations, and strengths and weaknesses of the system. Describes women's education.

Wright, Mary Clabaugh. "Modern China in Transition, 1900-1950." **ANNALS OF THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE**, 321 (January 1959), 1-8.

Early twentieth-century nationalism expressed a longing for political stability and a strong central government. Public education strengthened this longing. Democracy did not develop because neither the Nationalists nor the Communists stressed civil liberties and majority rule.

Wu, Chun-sheng et al. **GENERAL REPORT ON MODERN CHINESE EDUCATION**. 2 vols. Taipei: China Culture Publishing Foundation, 1955.

Evolution of research and education at all levels. The Nationalists, after 1927, designed an educational program to strengthen national consciousness and formulated educational aims. War with Japan (1937-45) slowed China's education drive.

Yen, Chun-chiang. "Folklore Research in Communist China." **JAPAN FOLKLORE STUDIES**, 26, 2 (1967), 1-62.

Uses of folklore in education, especially by Communists, are discussed in this historical study.

Yip, Ka-che. "Education and Political Socialization in Pre-Communist China: The Goals of SAN MIN CHU-I Education." **ASIAN PROFILE**, 9, 5 (1981), 401-13.

The Nationalists, 1927-37, used Sun Yat-sen's Three People's Principles Education to create a sense of identity

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between the nationalists, the government, and the Chinese state and to foster loyalty to the government. They adapted traditional Confucian values by saying that such obligations as filial piety should be transferred to the state.

Young, S.L. "The Development of Education in China During the Republican Period." *CHINA JOURNAL*, 26 (1937), 236-38.

Educational accomplishments after 1912: organizing elementary education into four-year and two-year continuing segments; simplifying written Chinese language and modernizing the elementary curriculum; spreading literacy; expanding the science curriculum and teacher and vocational education; and increasing girls' and women's education.

Zen, Sophia H. Chen, ed. *SYMPOSIUM ON CHINESE CULTURE*. Shanghai: China Institute of Pacific Relations, 1931. Reprinted. New York: Paragon, 1969.

Chapters on education by K. Chu and on science by Sophia H. Chen Zen, two chapters by Hu Shih (Religion and Philosophy; Literature) and chapters on painting and calligraphy, music, architecture, drama, and other aspects of culture.